**Feedback – over time**

Role play

Content feedback is in the moment and oral process feedback can be oral or written

* Samples \* math content knowledge 0 different levels/different feedback
* brainstorming – what does effective feedback look like

Resource Material

* Guides to effective instruction k-6 0> Assessment & home connections
* Growing success
* Learning for all GAINS (assessment)
* Anne Davies – setting & using criteria
  + Using Formative Assessment to drive learning…
* Dylan William – keeping learning on Track: formative assessment and the regulation of learning
* Susan Brookhart - Descriptive Feedback

Reflection on personal experiences – effective eedback vs ineffective feedback  
ex. Give an example of when you got feedback that motivated you to learn

* Equitable feedback can’t feedback to everyone all the time 0 managing oral feedback
* Maybe look at samples do feedback, exchange / talk (use of talk moves for oral feedback)
* Formative /Assessment for learning (transition from 8-9, especially in secondary) (anecdotal – no mark)

Criteria

* Communicating criteria
* Content criteria & process criteria
* Math processes Rubric (on stick)
* Teaching kids how to use feedback (have teachers create a “checklist” for a specific activity)
  + Opportunities to apply feedback. (before being graded)
* Kids giving each other feedback
* math community piece
* reflecting on feedback
* ministry video clip (turkey problem)

Numbered stuff:

1. Activity – student work sample and feedback examples 🡪 match the best sample
2. Teachers write feedback and have it critiqued by a critical friend 🡪 allow teachers to “redo” their feedback using the given feedback

